

NOTES ON EDUCATION.

A new normal school will probably soon be established at Milwaukee.

The City of Toronto has doubled the number of its night-schools since last winter.

In spite of the State of Ireland the numbers of the under-graduates are not falling off at the University of Dublin.

William Preston Johnston, LL.D., has been elected president of the Louisiana State University. He was graduated from Yale, and was for many years one of the faculty of Washington-Lee University.

One can get some idea of the amount of scientific instruction given in England from the fact that twelve years ago the number of schools examined under the Science and Art Department was only 212, and the number of students only 10,900; there were 1,827, over 13,000 of these schools—and nearly 60,000 pupils.

Harvard freshmen must now by the rules of the Faculty get 40 per cent. in every course or be conditioned. Only 33½ per cent. has been required of them heretofore. One-hour examinations are limited to three in any one course during the year, and no one-hour examination can be made up. Irregularity of attendance will not be permitted hereafter.

Professor Blackie (Greek professor at Edinburgh University) advocates the study of at least two modern languages and one ancient language as indispensable to culture. In a little address to his students the other day he gave a passing hit at those who study what he called evolution of an uneducated rat or the untaught brain of a pre-eminent statesman.

There is a judicious movement among the Buffalo teachers looking toward the establishment in the public schools of that city of juvenile societies for the protection of animals. The meetings are to be occupied by the reading of interesting extracts or compositions upon the structure, habits and needs of the lower animals; the reading of appropriate selections in poetry or prose; the relating of anecdotes and stories of the sagacity of animals, or the calling of attention to beautiful scenes, and the bringing of specimens appropriate for the occasion. The President may offer prizes for humanity as well as for scholarship.

An art plan which provides for teaching kindness and considerateness to children is a wise one.

In the course of comments upon the proposed retention of Greek as a compulsory subject at Cambridge *The London Times* says: "Greek is much easier to learn than most people are aware of. Of course, every year the study becomes less easy, if only that it has become a growing bugbear, and the scholar cannot learn because he faulces he cannot. The old reckoning was that a lad ought to be able to read ' Homer' at eleven or twelve. We have known a lad of thirteen translate large portions of ' Homer' into good English; another, without the same early advantages, coming to a public school at fourteen without knowing a letter of the Greek alphabet and reading ' Homer' in half a year. On the other hand, we have known a lad of seventeen attend a public school nearly as good a Greek scholar as he left it five years after. There are abundant examples, from the elder downward, and including some great scholars, of the facility with which Greek can be learned and even mastered. Nature, too, it must be remembered, gives us various powers to be simultaneously exercised, not only without interference, but with mutual aid."

Professor Nuttrop, of Connecticut, who has been examining the Quincy schools, has made some interesting notes on his visit. He says: "With us nothing of equal importance is so underrated and neglected as the culture of the expressive faculties. Until recently grammar was the only study in our curriculum professing to teach how to speak and write the English language correctly." As ordinarily taught to children under two years of age, it has about as much adaptation to its professed design as the study of physiology and anatomy would have to swimming. Useful as grammar is, it is difficult to study, kynetic to rhetoric and logic, and above the grasp of young children. In Quincy grammar was summarily put out of school, and daily exercised in talking and writing put in. The result is that the children write English earlier, write more, and write it better throughout all the schools. The results are shown in all the schools of any other town within my knowledge in our country. Individual schools can here and there be found in this respect equal to any in Quincy. The pen or pencil continually in hand has made the Quincy scholars facile and felicitous in expression. They learn to speak and write by imitating the soundness in writing others. Conversation is one of the attractions of the Quincy schools, as it is of the well-regulated home. 'What did you do last evening?' 'What did you see on your way to school this morning?' are specimens of many of the simple questions to invite habits of observation and then of telling the teacher. This conversation is cultivated. So should we every school be. To teach how to talk will stand to be the constant aim of both home and school training."

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